

THIRTY-FIRST ANNUAL REPORT
UPON THE
ONTARIO INSTITUTION
FOR THE
EDUCATION OF THE BLIND
BRANTFORD

BEING FOR THE YEAR ENDING 30TH SEPTEMBER

1902

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.



TORONTO:
PRINTED AND PUBLISHED BY L. K. CAMERON,
Printer to the King's Most Excellent Majesty
1903

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ONTARIO INSTITUTION FOR THE BLIND. FRONT VIEW

Parliament Buildings.

Toronto, November, 1902.

Sir,—I beg to transmit herewith the Thirty-First Annual Report upon the Institution for the Instruction and Education of the Blind, at Brantford, for the year ending 30th September, 1902.

I have the honor to be, Sir,

Your obedient servant.

T. F. CHAMBERLAIN.

Inspector.

The Honorable J. R. Stratton, M.P.P.,

Provincial Secretary.

Parliament Buildings,

Toronto, November, 1902.

To His Honour The Honourable Sir Oliver Mowat, Knight Grand Cross of the Most Distinguished Order of Saint Michael and Saint George. Member of the Queen's Privy Council for Canada, and Lieutenant-Governor of the Province of Ontario.

May it Please Your Honour:

I have the honour to submit herewith the Thirty-First Annual Report upon the Institution for the Education of the Blind, at Brantford, for the year ending 30th September, 1902.

I have the honour to be,

Your Honour's most obedient servant.

J. R. STRATTON.

Provincial Secretary.

THE INSTITUTION

FOR THE

EDUCATION OF THE BLIND.

In submitting the Thirty-First Annual Report of the Institution for the Education of the Blind, at Brantford, I am pleased to be able to state that the past year has been one of progress and harmony in every department. The teachers and instructors of the pupils, and the officers, have performed their respective duties with credit to themselves and in the best interests of the school.

The school opened in September, as usual, with 107 pupils on the roll, namely, 52 males and 55 females. Of these, seventeen entered for the first time; the majority of the others had been in attendance for several sessions. Eight or ten more pupils are expected before the new year, and this will bring up the attendance to about the usual number. It will be seen by the Principal's report that eighteen of the pupils of last year have retired by graduating, or from other causes. The literary work of the school, the music classes, and the industrial work, the latter including piano tuning, willow work, typewriting, sewing, knitting, fancy work, and domestic science, are fully set forth in the report of the Principal. The annual meeting of Instructors of the Blind was held at Raleigh, N.C., during the vacation.

As will be seen by the report of Dr. Marquis, the health of the pupils and officers has been very good during the past year; only one death occurred, that of a little girl of ten years, caused by a tumor pressing upon the brain.

The farm has been more productive than in past years, the fruit being very abundant.

There have been a few changes in the staff of teachers and employees during the year, but these in no way interfered with or impaired the routine work. While every attention has been given to the literary, musical and industrial training of the pupils, their physical condition has been well cared for by exercising at regular intervals in the open air when the weather permitted, and in the gymnasium. They are obliged to attend service in the chapel of the Institution on Sabbath afternoons, and also in the various churches in the city in the forenoon, as well as week-day services, so that their religious and moral instruction is well provided for.

It will be seen by the report of the examiner in music that the music classes acquitted themselves well, their standing being very creditable. The average marks obtained by the pupils at their literary examination, held by Mr. Wadsworth, Public School Inspector for the County of Norfolk, are quite equal to the marks obtained by sight-seeing pupils in our Public Schools.

The reports of Dr. Marquis, the attending physician, and Dr. Bell, oculist, for the year are very satisfactory.

On the occasion of my inspections during the year, I have found the accounts and records of the Bursar satisfactorily kept. The Principal's office, also, was in good order, and the arrangement of classes, the course of studies, etc., well managed.

The farm stock, and farm implements, have been well cared for during the year.

The average cost per pupil for the year was \$263.31, and the total expenditure \$29,227.98. This will not be materially changed during the coming year. I have to thank the Principal, the teachers, officers and employees for their courtesy to me when making my visits of inspection.

PRINCIPAL'S REPORT.

T. F. Chamberlain, Esq., M.D., Inspector:

Sir.—I have the honor to submit my Report for the year ending September 30th, 1902.

The above date, coming within a fortnight of our pupils reassembling after their long summer vacation, makes the period for preparing this Report somewhat inconvenient in many respects. That so long a time should elapse before, by constitutional usage, the report can be utilized as a means of spreading information regarding the operations of the institution, is also to be regretted.

PUPIL POPULATION.

The session of 1901-2 closed with a pupil population of 113. Of these 57 were males and 56 females. Our numbers on the 30th of September, 1902, were 107, represented by 52 males and 55 females. Of pupils in residence during the past session, 87 had returned, 43 males and 44 females. Seventeen pupils had entered for the first time, 9 males and 8 females. These, with three former pupils who had been absent for a term, made up the total of 107 as above given. Eight pupils who have been temporarily detained at home have signified their expectations of returning at an early date, and two new applicants are on the eve of arriving. Others are in prospect, so that we may anticipate a somewhat increased attendance, as compared with last year. Eighteen pupils who have retired remain to be accounted for, as follows:

	Males.	Females.	Total.
GRADUATED—			
In Piano Tuning (advanced in music)	1	1
In Music (artist's diploma A. T. Coll. M., Literary and Industrial).	1	1
OTHER CAUSES—			
To take higher course of study preparatory to entering college	1	1
Secured employment	3	3
Impaired health	1	1
Mentally defective	1	1
Physical infirmity (other than blindness).....	1	1
Domestic requirements	4	4
Advanced in music and industrial	2	2
Various causes	2	1	3
	10	8	18

The following shows the ages of the newly-admitted pupils:

MALES.		FEMALES.	
Thirty years	1	Twenty-one years	2
Twenty-five "	1	Fifteen "	2
Nineteen "	1	Twelve "	1
Fifteen "	1	Six "	2
Thirteen "	1	Five "	1
Twelve "	1		
Eleven "	1		
Ten "	1		
Five "	1		
	9	Total	17

Our disinclination to admit pupils over twenty-one years of age, unless under very exceptional circumstances, has influenced the decisions arrived at in many cases. The two male adults above mentioned could not have been excluded without inflicting upon them cruel hardship, and I have good reason to believe they will repay, by their diligence and good conduct, the waiving of the rule in their behalf.

It may here be noticed that,—our careful discrimination in the last-named regard notwithstanding,—the number of new pupils admitted is in excess of that of late years. On our books, too, are the names of several children, whose condition points them out as probable applicants in the near future. The friends of the latter will, from time to time, be communicated with, either by personal visit or correspondence, until the desired result is secured by the children being admitted. The increased number of very young pupils, both present and prospective, is a gratifying evidence of the confidence felt by the public generally in the personal care and the character of the education such receive when placed in our charge. It is always desirable that parents should pay a visit to the Institution, either when the pupils enter or after they are well settled into their new work. The arrangements conducive to the health, comfort and progressive improvement of the pupils are often a matter of agreeable surprise even to those who have been fairly well informed as to the general management. It may be well, however, to mention that, while not, I trust, wanting in hospitality, we cannot undertake to entertain other than immediate relatives, and those only for a few hours. Lodgings, if required, should be secured elsewhere. An electric car service gives ready access to the numerous city hotels.

PROMINENT EVENTS.

Three prominent events of the past year may properly claim attention. They were, the Biennial Convention of American Instructors of the Blind, which met at Raleigh, N.C., in July, and at which the Institution was represented by the Principal and Mr. W. B. Wickens, our senior literary teacher; a conference of all classes of the representatives and friends of the Blind; in London, England, of which a verbatim report has been courteously supplied to us; and the public recognition of the relations of the Institution to the higher schools of Music which marked our closing concert in the month of June. The latter occasion will be noticed later on in connection with the Musical department. On the others, I may make a few remarks.

The constitution of the two gatherings was essentially different, so, to a large extent, was the tone pervading the debates. In many of the experiences narrated, however, there was a similarity. In what might be termed higher conceptions, the Raleigh Convention was decidedly in advance; in the limitations and difficulties encountered, there was a sympathetic consciousness between them. The social conditions in Great Britain are very different from ours, or those surrounding our American co-laborers. The British friend or educator of the Blind evidently looks on them as a naturally dependent class, one in which the means of self-help are rare. On this continent we recognize, of course, the defects under which the blind labor, but our youthful blind population are—with, of course, some exceptions—neither indigent nor helpless. There are in Great Britain, it is true, the Worcester College for the blind sons of the wealthy, who are there trained for professions, and the Royal Normal School at Norwood, under Doctor F. J. Campbell, who received his ideas and inspiration originally at the Perkins Institute, So. Boston. In Dr. Campbell's admirably-

conducted school the work is very similar to that of the best institutions in North America. There is a distinctly educational side to many other British institutions, with able administrators at the head. But the eleemosynary atmosphere seems more or less to pervade most of them, whilst many are simply Homes or Asylums, where the blind are sheltered and industrially employed. Legislation has occasioned a decided advance in those of an educational character. Attached to the public or board schools in populous centres, classes for the blind do good work, and the Institutions are also subject to inspection while receiving a per capita grant if the results come up to the specified standard. But the age limit is sixteen years, and there are distasteful references in the discussions of the Convention to that authority, so repugnant to Canadian ideas and habits, "the Board of Guardians," administrators of parochial relief, as the body from which funds for pupils whose ages exceed the maximum have to be collected. The educational training of the blind in the Mother land will never attain full vigour and elasticity until it is less dependent on charity in its various phases on the one hand, and the pauper's dole on the other. Deeply interesting as is the report in question, still, viewed from our more independent point of view, the general effect is not exhilarating.

The spirit of the Raleigh Convention, on the contrary, was decidedly stimulating. The education of the blind on this side of the Atlantic has been, as a whole, in advance of that of Great Britain. As between Canada and the United States in the education of the blind, political and geographical distinctions do not count. The Convention ten years ago met in Brantford. But for the occurrence of the St. Louis Convention in 1904, it would probably have been entertained at Halifax, N.S., in that year, where Dr. Fraser, himself a blind man, has built up an institution, now receiving the blind youth of the Maritime Provinces and Newfoundland. The funds of the American Printing House for the Blind, which issues from its presses a great mass of Anglo-Saxon literature of the highest and purest type, are supplemented by a provision of Congress representing \$10,000 per annum. This, as affecting the cost of production, is no less an advantage to us than to our co-laborers in the States. The American Bible Society gives us the benefit of its reduced price list, and enables the blind of Canada to possess the Holy Scriptures, or any portions thereof, in embossed type or cipher at the lowest possible cost. Other printing houses maintained by American capital are also accessible as our needs require. Most beneficial, too, is the interchange of thoughts, ideas and experience, which is obtained by meeting men and women of brilliant minds and strenuous purpose, whose lives have been devoted to the education of the blind. Happily, several of the institutions in the United States are in such hands. Several of these are free from the pernicious system which prevails in too many States of changing Government officials with every political turnover. Such men as I refer to are the "Old Guard" of the service, and their counsels are invaluable.

Another reason for a closer affinity with the American than we are able to enjoy with the British institutions is the different point print or cipher types which they have adopted. The original cipher or "Braille" type has undergone modifications, and is, I observe, the subject of some controversy in Great Britain. But the American "Braille" has been still further amended, while the New York "point," which is used by ourselves and many of the American institutions, and is the system recognized by the American Printing House for the Blind, differs radically from both the English and American Braille. It is a matter of deep regret that one uniform system cannot be agreed upon by all instructors of the blind, at least in English-speaking lands, but the controversies in the United States

alone over this vexed question make all hope of common action extremely improbable.

The impression created by the late Convention at Raleigh on the mind of an observer are set forth in a report which appeared in the *Toronto Globe*, and from this I quote somewhat fully:

"The general trend and result of the deliberations may be described pretty nearly as follows: The work of the instructor being with the blind of school age, that is, under 21 years and mainly from 6 to 20, the educational idea must always predominate. No institution is complete that does not embrace in its outfit a regular course of physical, literary, musical and industrial training, and these in due proportions, varied in application of necessity, according to the ages, circumstances and conditions at which or under which pupils are admitted. The building up of a healthy body and well-stored mind by these united influences is to be the prime and ever-present object of the educator, not in the first place the preparation of the student for some particular trade or profession in life. That may come incidentally, as it does to sighted youths, from instruction received, and is by no means to be discouraged, but is an incidental rather than the main purpose of education. This view does not conflict with the line of instruction in any of the best managed institutions of the day, but the educational idea should always predominate. Concurrently with this is the high place music is regarded as taking in the mental training of the blind. Music is in fact the right arm of the instructor from the time the pupil enters the kindergarten to his graduation with ability to become either a vocal or instrumental performer or a teacher of others. But here again music is not to be measured in its effects exclusively by artistic results. Its even greater usefulness, both in a moral and social aspect, is fully recognized. The same remark applies to the several industries in which the blind receive instruction. They are necessary to the cultivation of good habits, if never turned to account as a means of livelihood. The beneficial effects, too, of systematic training are in no case more to be desired than in that of the blind youth. Their influence for good, both in relation to the growth of the body and the healthy development of the mind were strongly emphasized. The adoption, so far as the circumstances admit, of an educational standard in the literary branch was also regarded as essential and is becoming very general. Several instances were cited, in answer to a demand for information, of students of institutions for the blind having taken higher courses or fought their way to literary distinction. But these have been owing rather to some innate personal characteristics than to a merely academic career. Here, again, responsibility for laying the foundations for such successes rather than for exceptional assistance was maintained. The value of particular industries to the blind was also considered under several heads. But some means of employment, if of value to the adult blind, were not regarded as proper or suitable for introduction into the school curriculum, and others, if here and there available, were seen to be likely to be overweighted by sighted competition. Manual training, however, is always attached to a well ordered institution. Closely connected with the study and profession of music is the business of piano-tuning. The reputation of the blind piano-tuner, it is gratifying on all hands to learn, has been established beyond a doubt.

Summed up in a few words, experience seems to show that, while manual training is essential to proper moral and physical development, and while, in giving effect to this idea, industries may be taught which supply profitable avocations, yet that, as with the sighted, the true resource of the blind man or woman must be found in a well furnished

intellect, a sound, moral training, and good physical development. How the individual in which these are combined may apply the result most profitably has to be determined by surrounding conditions."

THE LITERARY CLASSES.

For the state of the literary classes and the aspect of the Institution generally, as it has presented itself to one who came into personal contact with it for the first time, I may refer you to the report of Dr. J. J. Wadsworth, the examiner for the year. If I have any complaint to make of that report it is the, I hope inoffensive one, that in some respects it is too favorable rather than otherwise. The fact is that, unacquainted with our pupils attainments, and prompted by a kindly regard for their feelings, the tests applied were in some cases easier than they might have been. Pupils, in a few instances, even complained that from this cause justice was hardly done to their attainments. We can appreciate the generous consideration which spared them, but our examiners may be well assured that blind pupils can be quite as safely put upon their mettle as sighted ones.

MUSIC CLASSES.

The past session in this department of study was a memorable one. For several years we have adopted the curriculum of the Toronto College of Music for our course, and have had the pleasantest relations with its able and most kindly disposed head. Under the advice of our male music teacher, Mr. E. A. Humphries, who is an enthusiast in his profession, several of our pupils submitted themselves for the College examinations of various grades. Those in pianoforte were conducted by Mr. W. E. Fairclough, who was also the examiner of the Institution for the year, during his visit to Brantford. The papers in theory were sent to Mr. Wellsman, another member of the College staff. The results were as follows:—

1. 3rd year, Piano, first-class honors; Artist's Diploma (A.T. Coll. M.)
1. 2nd year, Piano, second-class honors.
2. 1st year, Piano, first-class honors.
2. 1st year, Piano, second-class honors.
1. 2nd year, Theory.
1. 1st year, Theory.

The conferring of the Artist's Diploma was conditional on the performance by the candidate of a concerto with orchestral accompaniment in the presence of Dr. Torrington, the managing-director of the College. The young lady in question underwent this rather trying ordeal successfully at our closing concert, the orchestral part being supplied by the talented members of the Darwin family, of Brantford. The diploma and the several certificates were distributed by Dr. Torrington in person, who also spoke at some length in terms of congratulation of the attainments of the blind pupils and the general character of the musical education provided for them. It is very pleasant to learn that the new A.T. Coll. M. has already met with much encouragement as a music teacher. Her whole course at the Institution had been marked by the most exemplary conduct and persevering attention to her studies. The success of the pupils above mentioned has stimulated others to attempt similar achievements, and the tone of the music classes generally can but be raised by such efforts. The relation of music to the education of the blind is one that must always take a foremost place in the discussions of their instructors. Among most



VOCAL CLASS—JUNE, 1902.

of these I find the views I have expressed in former reports are very generally held, namely, that music should be taught to the blind wherever a capacity for learning it exists, not merely as a possible means of livelihood, but as giving zest and enjoyment to what are more or less beleaguered lives.

PIANO TUNING.

At the London Conference the question how to find profitable employment for the blind may be said to have preponderated, for reasons already suggested. There, as with ourselves, the question is, however, not what can a blind man or woman do. The possibilities for doing are wide enough, the opportunities for doing profitably and successfully have serious limitations. Increased competition accentuates these difficulties. On the other hand it is gratifying to know that in piano tuning blind workmen are pre-eminently successful. I am able to say, with much satisfaction, that, of the large body of blind youths who have graduated from this Institution in that department during the past twenty-five years, not one has been unsuccessful, save and except for such sufficient reasons as would affect the sighted equally with the blind. Others who have not proceeded to graduation have been able to enter factories where their final qualification has been assured by the practical experience there afforded. One pupil has graduated in piano tuning this year, and two others have retired with the prospect of securing positions as last above mentioned. We have now twenty-four male pupils under instruction in the tuning class.

THE WILLOW SHOP.

This department has undergone a considerable change in its general character during the past three or four years. Where formerly from fifteen to twenty-five more or less advanced workers could be found, a large proportion being adults, we have now four or five. But the willow shop has its usefulness in another sense. The number under instruction is but slightly diminished, being maintained by junior pupils who would otherwise be unoccupied during the later hours of the day. They are thus encouraged in industrious habits, and taught cane chair seating and making light goods in cane or willow, in which art many of them become quite proficient. Some of these will extend the time spent in the shop as their ability to take that course increases, and the necessity for literary studies lessens. In connection with this industry I may again call attention to its value to a certain class of the blind and the causes why some fail to succeed in it. Its adaptability to their condition has again and again been amply demonstrated. The failures are mainly due to one of two causes. First, want of energy, perseverance and moral stamina. These are not peculiar to the blind by any means. Secondly, lack of capital, even on a small scale, and that friendly assistance which sighted, as well as blind beginners, need in their earlier efforts. Graduates from this Institution are liberally treated. They receive an outfit of models, tools and material that gives them a good start. If they have a home and relatives to shelter and help them they usually do well. But if cast at once on their own resources the struggle is hard and the results are doubtful. Before a trade is secured the stock of material is exhausted, principal as well as profits are eaten up and the worker is at a dead-lock; hence disappointment, discouragement, and often the throwing up of the trade, the waste of the outfit and a resort to peddling or some other possible means of livelihood. A workshop in some populous centre, where blind adults may be instructed and graduates without homes temporarily employed seems to be a necessity. In Great Britain arrangements of this description are almost universal. The blind worker has little or no difficulty in accomplishing the

mechanical part of his business. It is on the commercial side that he fails. And there are thousands of sighted men employed in workshops of various kinds to-day who, while excellent mechanics, would be abject failures if required to face a mercantile venture. Need we then be surprised to find blind men too frequently unsuccessful. One difficulty often presenting itself is the inability to secure a supply of willow just when most needed. The manufacturer on a large scale lays in a store at the season for harvesting the material, but the blind worker often finds it hard to provide a few dollars needful to execute current orders. So he loses the chance of employment and the little connection he has formed. I am of the opinion that, in the absence of bolder measures, it will be well for us to come to the rescue of such as I have just referred to, and to keep a sufficient stock in hand to meet their more urgent needs. In the report of the London Conference a blind man, Mr. Wm. Plater, of Birmingham, who conducts a very large business in willow, cane and the miscellaneous requirements of the basket and chair-making business, gave a very interesting account of his efforts and their happy results. He said :

"When I had learned the trade of basket-making in the Birmingham Institute I at once started in business on my own account. The thought of going to work anywhere else, or anything different from that never occurred to me. I felt that I had learned a trade and I would make the best use I possibly could of it in the way of improving the general conditions of my life. In the Birmingham district, where I live, we have a great many nail and screw manufacturers, and nut and bolt people, who use hampers. I laid myself out to supply one class of article, 'packing hampers,' first. Then I knew that the firms I called on also used nail bagging; they also used machinery, and, consequently, bought largely in coal for the getting up of steam, etc. So I set to as soon as I learnt my trade and started my business. I felt that I must have something to pay me for the time spent in getting orders. I waited on a leading coal merchant and got him to promise me a commission of two and a half per cent. on all business I could bring to him. I also wrote to the different nail bagging manufacturers in Scotland and Ireland, and secured an agency with E. G. Duffin & Co., Belfast. The commission was settled, and I agreed to represent them in the Midland Counties, and I may say that at the end of twelve months all their immense stock of nail bagging was gone, and the prices had gone up thirty or forty per cent. I represented them for three or four years, and I never made them a bad debt, and I am now a customer to them instead of agent. With reference to basket-making, I strongly recommend any intelligent man who starts in business after learning a trade to adopt also commission agencies with the manufacturers in that district: a ten agency might be added too. It was said that basket making could not be recommended because prices were so low. Prices as a rule are not low, and the demand increases. During the year 1900 I disposed of 150,000 baskets of one kind or another, an average turnout of 500 per working day, varying in price from 4 s. 6d. per dozen to £10 10s. each. I turn out an immense quantity of baskets from £1 to £5 each, and employ a good number of people in the making of them. If it is possible for one energetic man, with only moderate ability, to find customers for 150,000 baskets in one year, it is possible for any blind man to get a living. I started without capital, and the first year I worked from six in the morning till twelve at night. The following year I reduced my hours of labour to ten at night, and as each year my business increased, so I reduced by hours of labour. I put very few hours in now. Just to show the result of what energy and perseverance will do I now go to busi-

"ness at ten, leave at one, leave home at half-past three and stop at six. "So that I put in five or five and a half hours a day, as a sort of compensation for the many hours of work previously, when young and strong."

Many another blind man would tell a similar story of success if on a smaller scale, showing "what energy and perseverance may do." But there is a freshness and hopefulness about Mr. Plater's narrative that makes it particularly attractive.

I had almost hoped the Conference in London would have suggested some new and feasible method for the employment of the blind, but, of handicrafts few, if any, beyond those we have already adopted, appear to be generally available. As one trade after another is recited in the report, the objections to it or the difficulties in carrying it on are often so formidable as to remove it from the region of the practicable. This remark, however, applies chiefly to the blind worker engaged in independent efforts to earn a livelihood. The workshop or factory often supplies what is wanting. Many of the suggested avocations sound very strangely to our ears. "Chimney sweeping," is one of them. More practical, but certainly most objectionable, is the course pursued at a Colonial institution we have recently heard of, where pupils are trained for street musicians !!! This, it is fair to say, was not one of the avocations mentioned at the London Conference.

TYPEWRITING.

A large proportion of our pupils now employ the typewriter for their correspondence, and its use will gradually become more general.

SEWING, KNITTING, FANCY WORK AND COOKING CLASSES.

These classes have been conducted with much success, and the results at the end of the session were highly creditable both to pupils and instructors. Bead work, hammock-making and string basket work are included in the list of employments for which our pupils are to be credited.

HEALTH.

The health of the Institution as a whole has been good during the past year. Any cases of a serious nature will be mentioned in the Physician's report. One death has to be recorded—that of a little girl about ten years of age, who passed away suddenly soon after her admission as a pupil. We were not warned that such an event might be expected, but subsequently ascertained that it had been anticipated long before it occurred. The young pupil was a very attractive child, and had at once commanded the warm attachment of her companions and officers.

DISCIPLINE.

I do not recollect a session since my appointment in the year 1881 when less difficulty in maintaining discipline and order has been felt. We have had, with few exceptions, an intelligent, self-respecting body of young people, many of whom, I am led to believe, have exercised a very salutary influence over others.

THE CIRCULATING LIBRARY.

This addition to our means of helping the Blind has proved increasingly useful as time has passed since its establishment. The demand for books in the "Moon" type by blind adults has been comparatively small, although in many instances the facilities it has afforded that class for mental occupation have been gratefully recognized. But to our former pupils and trained readers in line type or cipher, the library has been of the greatest value. That it helps us to keep in touch with these is also a source of much satisfaction.

THE GROUNDS, FARM, ETC.

The ornamental and recreative portion of the grounds becomes more and more beautiful as time passes, although little or nothing has been expended on it for several years. The farm, this year, has been more than usually productive, and results have been shown that would have been creditable to a much more prolific soil. Our orchards, also, to which, much to their gratification, our pupils have had free access, have yielded a heavy crop of apples, an item of no small importance in our domestic arrangements.

THE STAFF.

After ten years of faithful and loyal service as Supervisor of the male pupils, Instructor in physical culture, and, for the past year, teacher of literary classes, Mr. P. J. Padden has retired, in order to pursue his studies for a professional career. His departure is regretted by officers and pupils alike. All join in wishing him success in his future vocation. Mr. P. J. Roney has received the appointment to the vacancy thus created, and has entered actively upon his various duties. Mr. Roney is an experienced Public School teacher, holding a second-class professional certificate, and comes to us highly recommended by those who are best able to judge of his qualifications.

A BLIND TRAVELLER.

As an evidence of calm self-reliance, coupled with a deep sense of Providential care, and illustrating strikingly the facilities afforded for travel in these days, I may mention as an incident of the past session, the journey of one of our female pupils from Brantford to the Antipodes. The young lady, an orphan, had been offered a home by a brother in Sydney, Australia. By arrangements made with the Canadian Pacific Railway, the blind traveller was placed on a tourist car at Toronto, and, accompanied by a guide only as far as North Bay, travelled from that point alone to Vancouver, B.C., was there transferred to the "Moana" steamer, and, without hitch, misadventure or discomfort, arrived in less than a month from the time of leaving the Institution at her new home in Australia. Our old pupil's account of her trip, written in several pages of "point print" is very interesting, and not a little creditable in a literary sense. But I notice the case particularly in order that I may have the opportunity of publicly acknowledging the kindness and attention of every official of the C. P. R. with whom my young friend came in contact, both on railway and steamer, and, at the same time, of recognizing the care and consideration which our pupils invariably receive from all persons employed on our great railway lines, the Grand Trunk and the Canadian Pacific. Children, even of tender years, have travelled many hundreds of miles alone, but always well assured that a protector and helper has been near at hand. These good offices, it is only fair to state, are almost invariably supplemented by kindly acts on the part of fellow-passengers, and, I believe (while the Institution accepts no responsibility in such cases) that, in the charge of the railway hands, no one can travel more safely than a blind child.

ACKNOWLEDGMENTS.

I cannot close without once more acknowledging the continued interest taken in the Institution by our fellow-citizens in Brantford, and the pleasant relations that exist between us. To the clergy, for their regular attendance on Sunday afternoons, my thanks are specially due.

I have the honour to be Sir,

Your obedient servant,

A. H. DYMOND, Principal.

Brantford, October 15, 1902.

PHYSICIAN'S REPORT.

October 10th, 1902.

T. F. Chamberlain, Esq., M.D., Inspector of Public Institutions:

Sir,—In presenting my Annual Report, as physician to the Ontario Institution for the Blind, I have pleasure in stating that the health in the building has been, on the whole, satisfactory. The pupils have been free from contagious diseases, and have been able, with few exceptions, to attend classes regularly.

On November 16th, 1901, a female pupil died suddenly of cerebral tumor of long standing. This, fortunately, was the only death during the year.

Early in December a male pupil of delicate frame developed pneumonia of a serious type, however, by careful nursing, he gradually regained his tone, and recovered completely.

The chief difficulty that I have among the pupils is the continued prevalence of colds and acute catarrhal affections, during the fall and winter months. In my opinion, this is caused by the obsolete system of heating used in the Institution. With modern systems of heating and ventilation, the general health would be improved and still more satisfactory work would be done.

I have the honour to be, Sir,

Your obedient servant,

JOHN A. MARQUIS.

OCULIST'S REPORT.

To T. F. Chamberlain, Esq., M.D., Inspector of Public Institutions of Ontario:

Sir,—In reporting on this year's examination of the eyes of the pupils, it does not seem advisable to go into the details of the diseases, as there is practically no change in the pupils of former sessions, and there have not yet sufficient numbers of new pupils entered, in the two years which have elapsed since I dwelt at some length on the individual affections, to alter materially the former classification, so, from a statistical standpoint, a longer interval might well be allowed to intervene before doing so again.

There were fifteen new pupils to examine—seven male, eight female—all having very defective sight, and, hence, unquestionably eligible.

Concerning the sight of pupils examined before, in a few cases some improvement was evident, but in most of these it seemed to be due to more advanced age, and mental development, giving better attention, and more intelligent answers. In a couple of cases, however, where the defective sight had been from early childhood, there seemed to be a slight improvement in the condition of the eyes, with consequent actual increase in sight, and while not very great, this is of considerable advantage to the pupils, both of whom, I must remark, are in excellent general physical condition, which, of course, has a direct bearing on the condition of their eyes.

The good general health of all the pupils who have been in the Institution for a length of time is remarkable. From year to year, I can notice children who came here with drooping heads, stooping shoulders and hollow chests, developing into strong, erect youths, and the good general condition thus evidenced has a most beneficial effect in preventing further deterioration of the sight left to those so fortunate as to possess a helpful amount.

I have heard it suggested that the use of the Institution was abused by some pupils being educated here, who would do very well at a Public School. During my connection with the Institution I have found only three children, each blind in one eye from accident, the other having been endangered, but, now having normal sight, rendering them non-eligible. These were at once reported, and retired. So that any such impression is unfounded.

During the year, a few acute eye and ear troubles arose requiring my attention, but, fortunately, none resulted seriously, all recovering their former condition.

Respectfully submitted,

Brantford, May 6th, 1902.

B. C. BELL.

LITERARY EXAMINER'S REPORT.

T. F. Chamberlain, Esq., M.D., Inspector of Public Institutions for Ontario:

Sir,—I have the honor of submitting for your consideration the following Report of the Literary Examinations made by me under your instructions at the Ontario Institution for the Blind at Brantford for the academic year 1902. The examinations were held on the 21st, 22nd, 23rd, 26th and 27th days of May. At the request of Principal Dymond, I made a visit to the Institution on May 16th for the purpose of acquiring a definite conception of the work I had been appointed to do as examiner; for I felt sure that an examination of the blind must involve many departures from the methods employed with those possessed of sight.

At this preliminary visit, I was received by the Principal and Teachers with the greatest kindness, and every opportunity was afforded me of becoming acquainted with the organization and classification of the pupils, the curriculum of studies, and the peculiar methods of imparting, receiving and evincing knowledge necessarily resorted to in the education of the blind. I visited all the divisions, and saw over a hundred young persons seeking intellectual light.

But a visitor is deeply impressed with the wonderful liberality displayed by the Province in its provision for the education of these children on lines of culture as well as practical usefulness. The stately pile that crowns the heights of Brant Avenue, the ample grounds, about a hundred acres, planted with groves, the winding gravel roads and other approaches, the ornamental shrubberies and flower-beds, the sloping lawns and meadows, the extensive fields devoted to farming purposes, all present a scene of beauty and utility rivalling the claim of any College in Ontario. Nor are the internal arrangements less admirable. The whole building is heated by steam, its corridors and class-rooms, its various offices, dormitories, dining-rooms, kitchens, laundry-rooms, bakery, bathrooms, water and sewage systems, engine-rooms and workshops, all giving evidence of wise and abundant provision on the part of the Government, and the most thorough and efficient attention of those in immediate charge. Were it not that I know you are fully aware of what I am attempting to describe, I should go further; but, as a Canadian, I cannot refrain from expressing the delight and pride I felt during the six days I spent at this noble public institution.

But the work I was instructed to do was to examine the Literary Classes and I cannot do better than follow the lines of previous examiners.



KINDERGARTEN CLASS, 1902.

The marks obtained by each pupil in each subject are given in the accompanying mark sheets.

The following are the general results:

(a) MISS GILLIN'S CLASSES.

(1) Arithmetic—Class C. Twelve in class. Limit, multiplication table review, 20 x 20, money tables, definitions, elementary rules, weights and measures, problems on the same. The class, with one exception, knew the work well. The use of the 20 x 20 table is a great advantage to the blind. There is, of course, great difference in ability, some have high natural intelligence, a few are very dull. When a boy is both blind and slow the teacher has a very difficult task. This remark applies to all the classes, but such cases are not numerous. The necessity of doing all calculations mentally, limits the arithmetical work of the blind. I should think a mechanical calculating machine for the blind could be invented. The class obtained an average of 66 per cent.

(2) Grammar—Class A. Ten in class. Limit, history of language, orthography, analysis and parsing. The class did good work with two exceptions, and showed careful teaching. Average mark, 72 per cent.

(3) English History. Thirteen in class. Limit, from Henry 2nd to Richard 2nd. This class displayed very accurate knowledge of the period, and contrasted its ideals clearly with those of our days. Average 82 per cent.

(4) Writing—Class D. Limit, small and capital letters, short words and a few sentences. Pupils mostly young. The writing is done by means of a pasteboard slate, with transverse grooves on it about half an inch wide, in which the paper is depressed and which guide the hand. Some pupils have attained great dexterity in the use of it. Marks averaged 46 per cent.

(5) English Literature—Seventeen in class. Limit the Elizabethan period, Latin roots, and Shakespeare's Richard the Third. This was a very superior class. The pupils would rank with some of the best High School forms. They had a thorough grasp of the derivation of English words from the Latin, knew the biography of the great dramatist thoroughly, had stored their memories with the finest passages of the play, comprehended the subtle analysis of human passion, were well versed in the history of the time, and evidently appreciated the beauty of the language. I must confess, I was astonished at the degree of mental culture displayed by this class. Average marks, 95 per cent.

(6) Geography—Eleven in class. Limit, United States and South America in detail, outline of Central America and West Indies, products, forms of government, political relations. The memory work, with one exception, was very satisfactory. The pupils used the Sectional Maps with surprising facility, picking out by touch any state or island, and showing the location of cities, rivers, mountain chains, etc. These maps are made of thin slices of wood glued together, with the grain crossed, and are sawn into shapes, like children's puzzle cards, each country forming a block. Brass tacks of various sizes represent cities, etc., grooves representing rivers. The pupils easily distinguished any portion by feeling the outline, and really excelled most of us who have sight. These maps are mostly made in the institution, under the superintendence of Mr. Wickens. They are about four feet square, and lie on tables. The average in this class was 81 per cent.

(7) Ancient History—Seventeen in class. Limit, sketches of the history of Egypt, Chaldaea, Assyria, Babylon, Persia; also of the leading

writers of Greece and Rome. The class had been carefully taught and knew much of ancient times.

(8) Canadian History—The same class. Limit, from 1763 to 1812, present form of government. With one exception the pupils knew their Canadian history well, and fully appreciated its bearing on our present liberties, privileges, and duties as citizens. Average 82 per cent.

(9) Bible Class—Class A.—Girls: twenty-three in class. Limit, Old Testament History. Numbers to Ruth, 1st Samuel. Wanderings of Israelites, Conquests, The Judges, etc. As a Public School Inspector, this was a new departure for me. The teacher asked the questions, and covered the whole period. As no one failed to reply promptly and accurately I cheerfully gave the class 100 per cent., and have no doubt they deserved it.

MISS WALSH'S CLASSES.

(1) Arithmetic—Class A.—Fourteen in class. Limit, measurements, percentage, gain and loss, insurance, taxes, partnership, general problems in High School arithmetic. With two exceptions the class solved all the problems given, and gave clear, logical solutions. This class would compare favorably with the lower forms of a High School. Average marks, 80 per cent.

(2) Reading and Spelling—Class B.—Limit, reading from the 1st, 2nd, 3rd, 4th, 5th and 6th Books. The books are printed in embossed type or raised letters. The pupils read with great ease, the rate of utterance not being any slower than a careful reader should employ. The utterance was very distinct, the inflection and emphasis in most cases decidedly good. The teaching had evidently been of the most thorough kind. I tested the pupils in reading disconnected words and in reading sentences backwards. But in nearly every case word-recognition was correct and prompt. The average mark was 89 per cent. This included the spelling tests.

(3) Writing—Class C.—Thirteen in class. Limit, words, capitals, sentences. Good work, careful teaching. Average 58 per cent.

(4) Geography—Class D.—Limit, Ontario, counties, lakes, rivers, railways, products, definitions, etc. This class comprised several sections of different degrees of advancement, but they all did themselves credit, the seniors taking 81 per cent. and the juniors 65 per cent.

(5) Grammar—Class B.—Thirteen in class. Limit, definitions, inflections of nouns, verbs, parsing. All but two did very good work. Average, 82 per cent.

(6) Natural History—Seventeen in class. This was a very interesting class. The pupils described the chief points of interest in the specimens before them, the kangaroo, weasel, mole, monkey, seal, eagle, owl, etc. They also gave full accounts of cotton, silk, and other materials, and their manufacture, exhibiting the specimens. Both Miss Walsh and her pupils take great pleasure in this study.

(7) Bible Class—Fourteen in class. Limit, Gospel of St. Luke. History of the Passion, the leading miracles, parables, first chapter memorized. The pupils had been very carefully instructed in the course prescribed, and could narrate the miracles and parables and repeat the Canticles, the Beatitudes, the Lord's Prayer, and other portions of the Gospel. These pupils are Roman Catholics, and use the Douay version of the Bible. Average marks, 95 per cent.

MR. WICKENS' CLASSES.

(1) Arithmetic—Class B. Limit, fractions, problems. Eleven in class. A very intelligent class. Average marks, 78 per cent.

(2) Geography—Sixteen in class. Limit, detailed study of Europe, physical features, peoples, products, etc. The work was exceedingly well done, especially the map work, in which many of the pupils were remarkably expert, showing a minute knowledge of the Continent of Europe. Average, 74 per cent.

(3) Reading—Class A. Eight in class. Limit, Enoch Arden, in Point Print, and spelling. This is a new kind of print, not generally known to the public, but of vast use to the Blind. It is done by the pupil puncturing paper with a pointed steel pencil. The paper, of a special kind, is laid on a sort of frame called a slate, and the hand is guided by a transverse frame, containing three parallel rows of square holes about an eighth of an inch wide. This enables the writer to punch letters, or, rather, combinations of dots, that, as in telegraphy, represent letters, with great rapidity. They write from right to left, and when the paper is turned over, the trained fingers read the words with ease, from left to right. Mr. Wickens is a master of this art, and has a fine class. Average, 85 per cent.

(4) Typewriting. Here Mr. Wickens has a most surprising class. Nineteen of the blind are learning typewriting, in addition to a large number who had already learned it. A number of machines of different make, but with standard keyboard, are employed. The skill of some of the young men and girls is remarkable. It adds greatly to their interest in study, and they are delighted to be able to write English in a form that can be read as easily as print by others, though not by themselves. This last consideration is a source of discouragement, as the inability to read and correct their own work lessens their opportunity for profitable employment. It was impossible to average this class in marks, although several won 100 per cent.

(5) Bible Class—Boys, A. Twenty present. Limit, numbers to Ruth inclusive. The class showed accurate remembrance of their lessons, and quoted passages with ease. Average marks, 74 per cent.

MR. PADDEN'S CLASSES.

(1) Arithmetic—Class D. Twenty-five in class. Limit, tables, fundamental rules, problems. Two divisions form this class. The seniors took 79 per cent., the juniors 67 per cent. Mr. Padden teaches with much energy and success.

(2) Grammar—Class C. Limit, parts of speech, analysis and parsing. Twenty-one in class. Work well done. Average, 80 per cent.

(3) Geography—Class C. Sixteen in class. Limit, definitions, Dominion of Canada, Ontario, political conditions, etc. With one exception, all did well. Average, 73 per cent.

(4) Reading—Class C. Twenty in class. The reading was from the embossed print in First to Fourth Books. The development of the sense of touch, as evinced in reading these books was wonderful. The reading was as rapid as reading should be, and with few errors. Word recognition was very satisfactory. Average marks, 91 per cent.

(5) Writing—Class B. Fourteen in class. Limit, capitals, sentences, figures. Good work done by all, except two. Average, 68 per cent.

(6) Gymnastics. In the Gymnasium, I was delighted beyond measure. The hall is a large and thoroughly equipped building, and, under Mr. Padden's direction, a class of about thirty girls went through their marching evolutions and their Indian club exercises. The precision, grace and beauty of this work I shall never forget. This was followed by a number of

athletic feats of agility and strength on the part of a large class of boys, their performance also reflecting great credit on Mr. Padden.

It was also my privilege to examine the Bible Classes of Miss Moore, Miss Haycock and Miss Messmore, all averaging about 70 per cent., and all carefully instructed.

Miss Haycock also has a class in Reading, in which are a number (12) of very interesting little children, who, in the main, did very well.

I also visited the Kindergarten, conducted by Miss Messmore. It is surprising how much Kindergarten work can be done by the blind. The room was adorned with the beautiful products of the children's skill.

Mr. Truss, the veteran Master of the Trades at the Institute, showed me his boys at work at basket-making, and chair-seating.

Not a few of the students have gained a good start in life by the skill acquired in this Department. Still, I was told machinery has, to a large extent, shunt out even the blind from this resource, and less of this work is taken than formerly, with a view to earning a livelihood.

On the last day of my visit, I attended the opening exercises in the College Hall, where the whole body of pupils and teachers assemble a little after eight every morning for the opening religious exercises. It is a very beautiful and spacious room, or, rather, Hall, with a wide dais, at the back of which is a magnificent organ. The solemn bearing of the children, their excellent discipline, the elegance of the service, conducted by the Principal, and the thrilling melody of the chants and hymns, under the direction of the organist, were very impressive. Music and devotion are very important elements in the lives of those young people.

"An infant crying in the night,
An infant crying for the light,
And with no language but a cry."

In conclusion, I heartily thank the Principal and the teachers and other officers for their kindness to me during my visit.

Respectfully submitted,

Your humble servant,

J. J. WADSWORTH,

Simeoe, June 9th, 1902.

P. S. Inspector, Co. Norfolk.

REPORT ON MUSICAL INSTRUCTION.

T. F. Chamberlain, Esq., M.D., Inspector of Public Institutions:

Sir.—The Musical Department of the Ontario Institution for the Blind, Brantford, was examined by me on June 3rd and 4th, 1902. The number of pupils studying music is 53, and each student was heard separately. The examination was conducted under the following heads: Theory of music, (including Harmony), Counterpoint and Musical History, Piano, Organ, Senior and Junior Choral Classes, and Congregational Singing. The class in Piano Tuning was also examined.

Two papers were set for the Theory classes, with the result that all of the pupils in the Senior class obtained more than 75 per cent. of the marks, and, of the pupils in the Junior class, two obtained 75 per cent. and over; two 66 per cent. and over, and only one under 50 per cent. of the marks obtainable. The class in Musical History was given an oral examination

on their year's work, and the questions were fairly well answered by most of the members of the class. From the above statement, it will be seen that the Theory classes are in a satisfactory condition.

In Piano Playing, the work of the pupils was, on the whole, very good, showing careful work and good methods on the part of the teachers. The classes are divided into five grades, with sub-divisions. The three pupils in the highest grade play excellently; and through all the grades there were found several talented students, whose progress was being carefully looked after. The Junior pupils are being given the necessary attention with regard to their touch and ear training—a most important matter for young players.

The playing of the pupils in the Organ class is generally good. One of them has a good command of the organ key-board, and two of the junior pupils give promise of becoming good players.

The singing of the Choral Classes was quite good, and, in the Senior class, the parts are better balanced than they were last year. The freshness and brightness of the girls' voices was noticeable. The Junior Choral Class answered the rudiments questions very well and sang two or three two-part songs with much spirit.

The Congregational Singing of the students at the morning devotional exercises was hearty and bright.

The work of the Class in Piano Tuning was examined, and found most satisfactory. This important department of the institution is being well cared for by its capable instructor, Mr. Hayter.

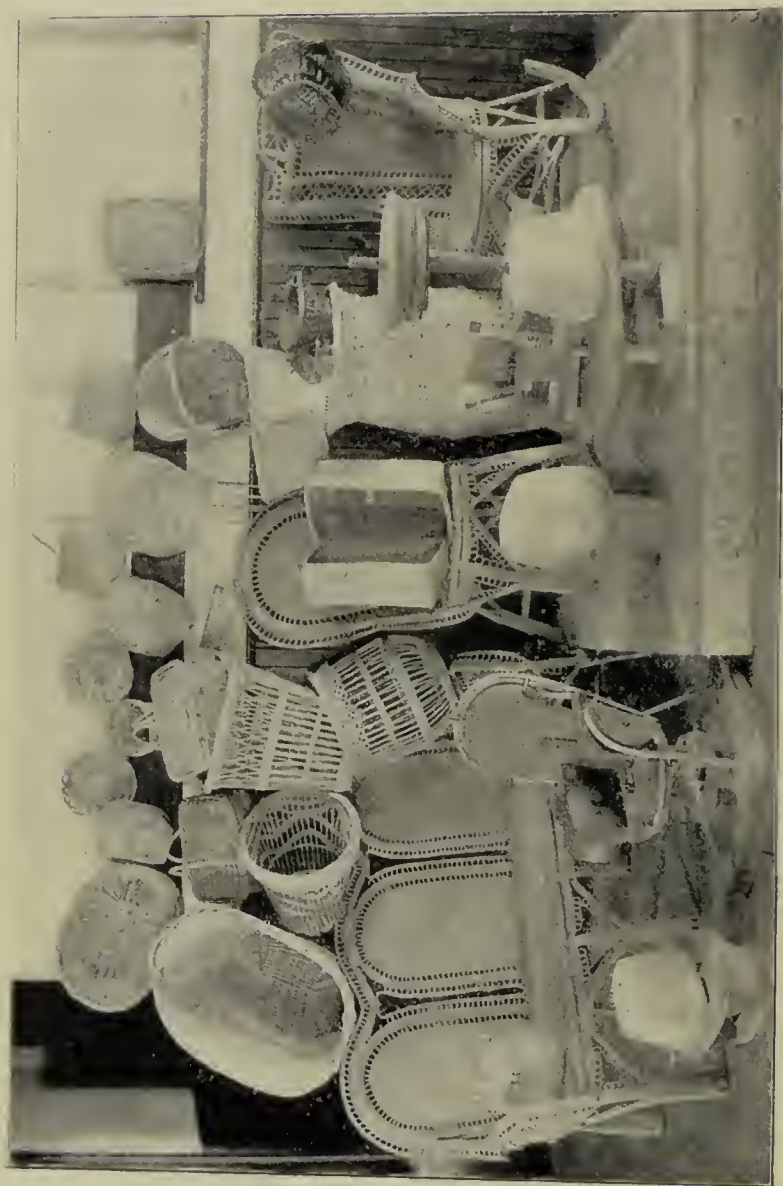
From the foregoing, it would, perhaps, appear that there might be a desire to flatter the work of the Musical Department of the Institution for the Blind. Such is not the case. An inspection only shows the careful attention which the Music Classes are receiving at the hands of their instructors. It will be readily understood that in an institution of this kind, the standard of excellence will vary from year to year, according to the amount of individual talent possessed by the pupils. While the number of talented pupils may or may not be as large as that of previous years, there is no doubt but that these pupils are being properly trained; and the other pupils, less talented, are being carefully taught. One thing which is very noticeable—and, perhaps, more so than in the case of sighted people—is the very evident pleasure and delight which the study of music affords to the blind students.

I have the honor to be, Sir,

Your obedient servant,

W. E. FAIRCLOUGH.

Toronto, July 26th, 1902.



WILLOW WORK.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30th SEPTEMBER, 1902.

I. Attendance.

	Male.	Female	Total
Attendance for portion of year ending September 30, 1872.....	20	14	34
" for year ending 30th September, 1873	44	24	68
" " " " 1874	66	46	112
" " " " 1875	89	50	139
" " " " 1876	84	64	148
" " " " 1877	76	72	148
" " " " 1878	91	84	175
" " " " 1879	100	100	200
" " " " 1880	5	93	198
" " " " 1881	103	98	201
" " " " 1882	91	73	167
" " " " 1883	83	72	160
" " " " 1884	71	69	140
" " " " 1885	86	74	160
" " " " 1886	93	71	164
" " " " 1887	93	62	155
" " " " 1888	94	62	156
" " " " 1889	99	58	167
" " " " 1890	95	69	164
" " " " 1891	91	67	158
" " " " 1892	85	70	155
" " " " 1893	90	64	154
" " " " 1894	84	66	150
" " " " 1895	82	68	150
" " " " 1896	72	69	141
" " " " 1897	76	73	149
" " " " 1898	74	73	147
" " " " 1899	77	71	148
" " " " 1900	77	67	144
" " " " 1901	72	66	138
" " " " 1902	68	70	138

II. Age of pupils.

	No.		No.
Five years	2	Seventeen years	10
Six "	2	Eighteen "	7
Seven "	4	Nineteen "	13
Eight "	1	Twenty "	8
Nine "	3	Twenty-one "	9
Ten "	8	Twenty-two "	1
Eleven "	7	Twenty-three "	1
Twelve "	9	Twenty-four "	2
Thirteen "	6	Twenty-five "	4
Fourteen "	8	Over twenty-five years	14
Fifteen "	11		
Sixteen "	8	Total	138

III. Nationality of parents.

	No.		No.
American	4	German	7
Canadian	72	Scotch	18
English	24		
Irish	12	Total	138
Italian	1		

IV. Denomination of parents.

	No.		No.
Brethren	1	Evangelical Association	1
Baptist	4	Presbyterian	32
Disciples	2	Roman Catholic	22
Episcopalian	39	Salvationist	3
Methodist	34	Total	138

V. Occupation of parents.

	No.		No.
Accountant	1	Huckster	1
Agents	1	Laborers	25
Bank Manager	1	Marble-workers	1
Bricklayer	1	Machinist	2
Blacksmiths	1	Merchants	6
Butchers	1	Mill-wright	1
Carpenters	5	Physicians	1
Cheesemaker	1	Painters	4
Clergyman	1	Printer	1
Cooper	1	Plumber	1
Cook	1	Policeman	1
Carriage-builder	1	Railway manager	1
Conductor	1	Shipper	1
Cabinet-maker	1	Soda Water M ^r	1
Drover	1	Stone masons	1
Explorer	1	Railway employees	5
Farmers	42	Repairer	1
Fireman	1	Tailors	1
Fisherman	1	Teacher	1
Foreman	1	Teamsters	5
Gardeners	3	Tinsmith	1
Government officers	4	Unknown	4
Hostler	1	Total	138

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1902.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	1	3	4	District of Nipissing	2	1	3
City of Belleville	County of Norfolk	2	3	5
County of Brant	1	1	" Northumberland	1	2	3
City of Brantford	3	1	4	" Ontario	1	3	4
County of Bruce	1	2	3	City of Ottawa	2	1	3
" Carleton	County of Oxford	2	4	6
" Dufferin	2	..	2	" Peel	1	..	1
" Dundas	" Perth	1	1	2
" Durham	1	1	" Peterborough
" Elgin	3	2	5	" Prince Edward	1	..	1
" Essex	1	7	8	" Prescott	2	..	2
" Frontenac	" Renfrew	2	2	4
" Glengarry	1	1	2	" Russell	1	..	1
" Grenville	1	1	City of St. Catharines
" Grey	3	2	5	" St. Thomas	1	1
City of Guelph	2	..	2	" Stratford	1	..	1
County of Haldimand	County of Simcoe	2	1	3
" Haliburton	" Stormont	1	..	1
" Halton	2	2	City of Toronto	8	10	18
City of Hamilton	1	3	4	County of Victoria	2	..	2
County of Hastings	" Waterloo	1	..	1
" Huron	2	1	3	" Welland	1	1
City of Kingston	2	..	2	" Wellington	2	..	2
County of Kent	2	1	3	" Wentworth	1	1
" Lambton	2	2	" York	2	2
" Leeds	1	1	2	* Quebec	2	1	3
" Lanark	1	1	North-West Territory	1	..	1
" Lennox	Manitoba
" Lincoln	* British Columbia	1	..	1
City of London	1	..	1				
County of Middlesex	2	4	6				
District of Muskoka	1	..	1	Total	77	67	144

* On payment

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1902.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	4	4	8	County of Haldimand	4	5	9
City of Belleville	3	1	4	" Halton	6	3	9
County of Brant	7	7	14	City of Hamilton	13	17	30
City of Brantford	15	10	25	County of Hastings	5	4	9
County of Bruce	8	11	19	" Huron	10	10	20
" Carleton	2	1	3	City of Kingston	7	4	11
" Dufferin	2	1	3	County of Kent	9	5	14
" Dundas	3	3	6	" Lambton	13	5	18
" Durham	3	4	7	" Leeds	12	4	16
" Elgin	6	6	12	" Lanark	2	4	6
" Essex	9	20	29	" Lennox	4	1	5
" Frontenac	5	2	7	" Lincoln	3	3	6
" Glengarry	8	1	9	City of London	10	9	19
" Grenville	2	2	4	District of Nipissing	3	3	6
" Grey	9	12	21	County of Middlesex	9	12	21
City of Guelph	4	2	6	District of Muskoka	3	..	3

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1902.—*Continued.*

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
County of Norfolk	9	9	18	County of Stormont	5	..	5
" Northumberland	3	9	12	City of Toronto	51	34	85
" Ontario	7	9	16	County of Victoria	8	2	10
City of Ottawa	16	2	18	" Waterloo	10	4	14
County of Oxford	6	9	15	" Welland	6	4	10
" Peel	2	1	3	" Wellington	10	8	18
" Perth	3	8	11	" Wentworth	8	8	16
" Peterborough	11	3	14	" York	17	16	33
" Prince Edward	6	2	8	* Province of Quebec	4	1	5
" Prescott	3	3	6	* North-West Territory	1	1	2
" Renfrew	8	5	13	* United States	1	..	1
" Russell	3	1	4	* British Columbia	1	..	1
City of St. Catharines	2	1	3	* Manitoba	1	..	1
" St. Thomas	3	2	5				
" Stratford	3	1	4				
County of Simcoe	11	10	21	Total	422	326	748

* On payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1902.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	1	2	3	District of Muskoka	1	..	1
City of Belleville	" Nipissing	2	1	3
County of Brant	3	3	6	County of Norfolk	1	2	3
City of Brantford	" Northumberland	1	2	3
County of Bruce	1	2	3	" Ontario	1	..	1
" Carleton	City of Ottawa	2	1	3
" Dufferin	1	..	1	County of Oxford	1	1
" Dundas	" Peel	1	..	1
" Huron	" Perth
" Elgin	2	..	2	" Peterborough
" Essex	6	6	" Prince Edward	1	..	1
" Frontenac	" Prescott	2	..	2
" Glengarry	1	..	1	" Renfrew	1	2	3
" Grenville	1	1	" Russell
" Grey	2	2	4	City of St. Catharines
City of Guelph	2	..	2	" St. Thomas	1	1
County of Haliburton	" Stratford	1	1	2
" Haliburton	County of Simcoe	2	..	2
" Halton	" Stormont	1	..	1
City of Hamilton	2	3	5	City of Toronto	6	9	15
County of Hastings	County of Victoria	1	..	1
" Huron	1	1	2	" Waterloo	2	..	2
City of Kingston	2	..	2	" Welland	1	1
County of Kent	2	1	3	" Wellington
" Lambton	2	2	" Wentworth	1	1
" Leeds	1	..	1	" York	1	1
" Lanark	1	1	British Columbia	1	..	1
" Lennox	Quebec	2	1	3
" Lincoln	Manitoba
City of London				
City of Woodstock	2	2	4				
County of Middlesex	1	4	5	Total	52	55	107

Maintenance expenditure for the year ending 30th September, 1902 ; compared with preceding year.

Item.	Service.	30th September, 1901. Average No. of pupils, 118.				30th September, 1902. Average No. of pupils, 111.			
		Expenditure 1901.	Yearly cost per pupil, average 118.	Weekly cost per pupil, average 118.		Expenditure 1902.	Yearly cost per pupil, average 111.	Weekly cost per pupil, average 111.	
		£ s. c.	£ s. c.	c. m.		£ s. c.	£ s. c.	c. m.	
1	Medicine and medical comforts.....	167 51	1 42	2 7		82 53	74	1 4	
2	Butcher's meat, fish and fowl	1,769 75	14 99	28 8		1,612 91	14 53	2 8	
3	Flour, bread and biscuits.....	491 53	4 06	8 0		520 98	4 69	9 0	
4	Butter and lard.....	1,028 09	8 71	16 7		985 73	8 88	1 7	
5	General groceries.....	1,452 27	12 30	23 7		1,391 20	12 53	24 1	
6	Fruit and vegetables.....	231 98	1 96	3 7		291 22	2 62	5 0	
7	Bedding, clothing and shoes.....	513 05	4 34	8 3		449 93	4 05	7 8	
8	Fuel—wood, coal and gas.....	3,437 09	28 12	56 0		*136 40	1 22	2 3	
9	Light—electric and gas	910 63	7 71	14 8		727 99	6 56	12 6	
10	Laundry, soap and cleaning.....	306 69	2 59	4 9		316 86	2 85	5 4	
11	Furniture and furnishings.....	352 43	2 98	5 7		504 54	4 54	8 7	
12	Farm and garden—feed and fodder.....	624 70	5 29	10 1		700 56	6 31	12 1	
13	Repairs and alterations.....	661 42	5 60	10 7		936 85	8 44	16 2	
14	Advertising, printing, stationery and postage....	604 94	5 12	9 8		643 39	5 79	11 1	
15	Books, apparatus and appliances	619 50	5 24	10 0		1,158 45	10 43	20 0	
16	Miscellaneous—unenumerated	1,126 84	9 54	18 3		1,204 58	10 85	20 8	
17	Pupils sittings at churches	224 00	1 94	3 3		200 00	1 80	3 4	
18	Rent of water hydrants	160 00	1 35	2 6		160 00	1 44	2 7	
19	Extra water supply	113 20	95	1 8		123 08	1 10	2 0	
20	Salaries and wages.....	17,621 68	149 33	287 1		17,080 78	153 88	295 9	
		32,417 30	274 72	528 3		29,227 98	263 31	506 4	

* No coal as yet delivered.

Certified correct,

W. N. HOSSIE,

Bursar.

30th September, 1902.

